



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW SCHOOL SURVEY

FALL 2000

<http://www.ed.gov/Technology/iset.html>

PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL LOOK DIFFERENT FROM THIS HARD COPY OF THE SCHOOL SURVEY, BUT WILL HAVE THE SAME CONTENT.

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A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0189 Approval Expires 09/30/2001

To better understand the role and use of information technology in schools, the U.S. Department of Education has contracted with SRI International, The Urban Institute, and the American Institutes for Research to conduct linked studies on the availability and uses of educational technology among states, school districts, schools, and teachers across the country. Collectively, these research and evaluation efforts are referred to as the *Integrated Studies of Educational Technology*, and will comprise one of the largest and most comprehensive national studies on the role of technology in American elementary and secondary schools to date.

This survey of schools is designed to capture detailed information about the nature and adequacy of educational technology in the Nation's public schools. While you are not required to respond, your cooperation is needed to make the results of this survey of educational technology comprehensive, accurate, and timely. Thank you for your participation in this important study.

DEFINITIONS

Educational Technology — A variety of technologies used to support instruction such as: computers, (laptops, desktops, etc.) telecommunications, (Internet, Local networks, etc.) digital cameras, peripheral devices, (printer, scanner, etc.) graphing calculators, and software.

Distance learning – Refers to the transmission of information from one geographic location to another via various modes of telecommunications technology.

E-mail (Electronic mail) – Refers to text messages transmitted across networks and usually accessible only by the addressee.

Full-Time Equivalent (FTE) — this is a measure of your staff capacity that is calculated by adding the number of full-time staff to the sum of the “fractional” part-time staff. For example, a 50% staff person, and two 25% person staff equal one (1) full-time equivalent ($0.5 + 0.25 + 0.25 = 1.0$).

Multimedia – Refers to the use of a computer to produce any combination of text, full color images and graphics, video, animation, and sound.

Instructional rooms - refers to rooms in the school building used for any instructional purposes (includes classrooms, labs, library/media centers, art rooms, rooms used for vocational or special education, etc.).

Types of Internet Connections:

- **Cable modem** - provides greater bandwidth from Internet Service Providers that enables faster data transfer than is possible using a 33.6 kbps modem, 56 kbps modem, or 128 kbps ISDN connection. Cable networks are supplied by cable companies and generally use fiber-optic cabling to form connections, although some cable companies may rely on co-axial cabling.
- **DS1** - refers to a digital transmission speed of 1.544 Mega (million) bits per second.
- **DS3** - refers to a digital transmission speed of 45 Mega (million) bits per second.
- **Dial-up connection** - customer is only connected to the Internet when his/her modem dials the Internet Service Provider's telephone number to establish the connection.
- **56Kb** - a digital transmission speed of 56 Kilo (thousand) bits per second.
- **Fractionalized T1** - T1 line that is split to allow for data communication and voice communication (as opposed to a T1 line used for data communication only).
- **Fractionalized T3** - T3 line that is split to allow for data communication and voice communication (as opposed to a T3 line used for data communication only).
- **ISDN (Integrated Services Digital Network)** - phone line that moves data digitally and integrates voice and data.
- **T1** - refers to a digital transmission speed of 1.536 Mega (million) bits per second.
- **T3** - refers to a digital transmission speed of 45 Mega (million) bits per second.

Section I. School Background Information

1. a. School National Center for Educational Statistics (NCES) number: _____

b. School name: _____

2. Your E-Mail address: _____

3. What type of school is this?

- ☐ REGULAR elementary or secondary school
- ☐ CHARTER school
- ☐ Elementary or secondary school with a MAGNET or SPECIAL EMPHASIS — e.g., science/math, performing arts, foreign language, talented/gifted, etc. *Please identify the type of school.* _____
- ☐ SPECIAL EDUCATION — primarily serves students with disabilities.
- ☐ VOCATIONAL/TECHNICAL — primarily provides technical training.
- ☐ ALTERNATIVE (not a charter) — offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.
Please identify the special focus of this school. _____

If you answered "Charter school," do not complete this questionnaire. Please return the questionnaire in the enclosed self-addressed, stamped envelope. If you answered "regular," "magnet," "special education," "vocational/technical" or "alternative" school, please proceed to Question 4.

4. What was the total number of full-time equivalent (FTE) teachers (excluding classroom aides) in your school during the 1999-2000 school year? _____ FTE

5. What was the total number of full-time equivalent (FTE) librarians/media specialists in your school during the 1999-2000 school year? _____ FTE

6. What was the total enrollment of your school for the 1999-2000 school year? _____ students

7. What was the total students in your school with the following characteristics during the 1999-2000 school year? (Complete each item below)

	1999-2000 School Year
Number of students considered Limited English Proficient (LEP)	
Number of students with disabilities	
Number of students qualifying for free lunch	
Number of students qualifying for reduced-price lunch	
Number of students who are:	
American Indian or Alaskan Native (i.e., a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment)	
Asian, Native Hawaiian, or Other Pacific Islander (i.e., a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands Thailand, and Vietnam or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)	
Black or African American, not Hispanic (i.e., a person having origins in any of the black racial groups of Africa, including Haitian)	
Hispanic (i.e., a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race)	
White, not Hispanic (i.e., a person having origins in any of the original peoples of Europe, the Middle East or North Africa)	

Section II. Educational Technology Planning

8. Does your school have a written plan for the acquisition and use of educational technology? (Check one)

- ☐ Yes, we have developed a school-specific technology plan
- ☐ Yes, we used a plan developed at the district or state level
- ☐ Yes, we have adapted or modified a plan developed at the district or state level
- ☐ No, we don't have a written plan (Go to Q. 11)

9. Was your school's technology plan developed... (Check one)

- ☐ As part of a broader school improvement plan
- ☐ Only to guide the acquisition and use of educational technology

10. To what extent did the following individuals or organizations contribute to the development of your school's educational technology plan? (Answer each item below)

We were guided by contributions from...	NOT APPLICABLE OR DON'T KNOW	NOT AT ALL	SOMEWHAT	A GREAT DEAL
...the Regional Technology in Education Consortium (R*TEC) or a federally-funded regional education laboratory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... the US Department of Education website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a State education agency or other State organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an institution of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... district or intermediate education unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...school administrators (e.g., principal, assistant principal, site management team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teachers within the district (with or without educational technology responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...librarians/media specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a professional organization (e.g., American Federation of Teachers, National Education Association, American Association of School Administrators, National School Board Association)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...parents as individuals, or a formal parents association (e.g., PTA, PTO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...students from within the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...business, industry or public contributors/partners (including technology equipment and/or service vendors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...local public library(libraries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an outside consultant (individual or firm) employed by the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What are the major goals for the use of educational technology resources in your school? (Answer each item below)

My school's educational technology goals include:	YES	NO
Providing professional development for teachers on the use of educational technology (e.g., improve teacher technical skills)	<input type="radio"/>	<input type="radio"/>
Providing professional development for teachers on using technology to improve academic instruction	<input type="radio"/>	<input type="radio"/>
Using technology as a way to deliver professional development for teachers (e.g., provide access to distance learning opportunities)	<input type="radio"/>	<input type="radio"/>
Providing technical support for teachers (e.g., provide support personnel with expertise in computer, video, or network technologies)	<input type="radio"/>	<input type="radio"/>
Increasing the availability of modern computers in the classroom (e.g., providing enough computers to achieve a specific computer-to-student ratio)	<input type="radio"/>	<input type="radio"/>
Increasing connectivity to the Internet	<input type="radio"/>	<input type="radio"/>
Making software and online resources an integral part of our school curriculum (e.g., making available a large variety of drills, games and tutorial software for the full range of subjects taught)	<input type="radio"/>	<input type="radio"/>
Improving students' educational technology proficiency	<input type="radio"/>	<input type="radio"/>
Improving students' academic achievement	<input type="radio"/>	<input type="radio"/>
Supporting parental involvement (e.g., improve communication with parents)	<input type="radio"/>	<input type="radio"/>
Improving administrative efficiency (e.g., better record keeping and monitoring systems)	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

12. Does your school collect information to track progress toward meeting your educational technology goals?

- ☐ Yes
- ☐ No (Go to Q. 15)

13. What types of information are collected to track progress toward meeting your educational technology goals? (Answer each item below)

	YES	NO
Basic information about computer facilities and capacity (e.g., the ratio of students to computers, speed of Internet connection)	<input type="radio"/>	<input type="radio"/>
Number of teachers requesting educational technology resources	<input type="radio"/>	<input type="radio"/>
Number of teachers who have participated in educational technology-related professional development	<input type="radio"/>	<input type="radio"/>
Professional development needs of teachers and other school staff	<input type="radio"/>	<input type="radio"/>
Teachers' computer literacy/skills	<input type="radio"/>	<input type="radio"/>
Students' computer literacy/skills	<input type="radio"/>	<input type="radio"/>
Amount of time students spend using computers	<input type="radio"/>	<input type="radio"/>
Amount of time students spend using the Internet	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

14. To what extent is information from this reporting incorporated into your school's planning for educational technology? (Check one)

- ☐ Very little
- ☐ A moderate amount
- ☐ A great deal

Section III. Resources for Educational Technology

15. Did your school receive hardware, software, or funding for educational technology from any source other than the federal government, your state department of education, or your school district during the 1999-2000 school year?

- ☐ Yes
- ☐ No (Go to Q. 17)

16. Who provided the educational technology support? What did they provide? (Check all that apply for each item below)

	None	Computers, peripheral devices, or software	Within-school wiring/ cabling or Internet connections	Technical support or training	Educational technology planning	Other
Businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government agencies (excluding the federal government, state department of education, and your school district)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-profit agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutions of higher education (students and/or staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other individual members of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16a. If you checked "Other," please indicate the educational support provided and the source for the support.

Source?

What was provided?

17. Has your school applied for E-Rate subsidies in any year?

- ☐ Yes (Go to Q.20)
- ☐ No

If you answered "Yes" to question 17, please complete the E-Rate survey module.

18. Do you know why your school has never applied for E-Rate subsidies?

- ☐ Yes
- ☐ No (Go to Q.20)

**19. How much of a role did the following factors play in why your school has never applied for E-Rate funding?
(Answer each item below)**

	NONE	SOMEWHAT	A GREAT DEAL	DON'T KNOW
Our state or district obtained E-rate funds for us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We did not know we were eligible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We could not obtain the funds necessary to pay our school's share of the cost of E-Rate equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existing telecommunications equipment and services are sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personnel with the expertise or experience to deal with the application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personnel with the expertise or experience to acquire and install the eligible telecommunications equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial resources needed to pay for the remaining cost of telecommunications equipment and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of an approved educational technology plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State or district procurement procedures make it difficult to comply with the E-Rate requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application process was too difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV. Equipment Availability and Use

20. How many total computers, by type and location, were available to teachers or other school staff to use during class time as of June 30, 2000? If you are not sure, just make your best estimate. Please fill in all items except where there is an X. If there are no computers of a certain type in a particular location, put a 0 in for that item.

TYPE OF COMPUTER (including laptops)	NUMBER AVAILABLE IN							
	Instructional Classrooms		Computer Labs		Library or Media Centers		Administrative Offices	
	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet	Number Computers	Number Connected to the Internet
Power Mac								
Other Apple/Macintosh								
Pentium with multimedia capabilities (e.g., sound card)								
Other PC (All Others)								
Graphing Calculators		XXXX		XXXX		XXXX		XXXX
Hand-held computer (e.g., Palm Pilot)								

21. Does your school have a "laptop" program in which students have school-supplied laptop computers for their individual use while they are in school as well as for use at home (include word-processing only machines such as "Dream Writer" and "Alpha Smarts")?

- ☐ Yes
☐ No (Go to Q. 23)

22. Approximately what percent of your students are participating in this laptop program? _____ %

23. How is the acquisition of educational technology resources determined within your school? (Answer each item below)

	YES	NO
Acquisitions are determined by our technology plan	<input type="radio"/>	<input type="radio"/>
Teachers and/or librarians/media specialists request needed equipment and software	<input type="radio"/>	<input type="radio"/>
School technology coordinator makes decisions	<input type="radio"/>	<input type="radio"/>
A school educational technology committee decides what we need	<input type="radio"/>	<input type="radio"/>
The principal specifies school needs	<input type="radio"/>	<input type="radio"/>
Department heads request resources for their department	<input type="radio"/>	<input type="radio"/>
The district determines what we need	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

24. How are educational technology resources allocated to different teachers or classrooms within your school? (Answer each item below)

	YES	NO
Treat all the same	<input type="radio"/>	<input type="radio"/>
Based on grade level	<input type="radio"/>	<input type="radio"/>
Based on subject area	<input type="radio"/>	<input type="radio"/>
Based on teacher educational technology skills	<input type="radio"/>	<input type="radio"/>
Based on student academic ability	<input type="radio"/>	<input type="radio"/>
Teachers who are interested and use computers receive increased resources	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

25. To what extent are the following educational technology resources available to teachers in your school for instructional use? (Answer each item below)

	NOT AVAILABLE	AVAILABLE IN A FEW CLASSROOMS	AVAILABLE IN MOST OR ALL CLASSROOMS
Computers			
Laptop computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand-held computers (e.g., PDAs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peripherals			
Printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM read/write drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Probes for collecting scientific data (e.g., temperature)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microphones to use with computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External computer speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jazz, Zip, or similar drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital still camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital video camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectivity			
Internet access from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the school's computer network from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Technology			
Telephones in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voicemail for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail account for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV or VCR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphing calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. To what extent, if any, are each of the following a barrier to your school's ability to effectively use educational technology? (Answer each item below)

	NOT A BARRIER	SMALL BARRIER	MODERATE BARRIER	GREAT BARRIER
Hardware Resources				
Insufficient number of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of peripheral devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of other technology hardware (e.g., graphing calculators, TVs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Resource Quality				
Internet connection isn't fast or reliable enough for use during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of age-appropriate or educationally-relevant websites for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software Resources				
A lack of age-appropriate or educationally-relevant software resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of software products aligned with state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Resources				
Lack of trained technical staff available for:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... product and service acquisition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... installation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained teachers or other instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training opportunities for school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infrastructure				
Inadequate school building ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... electric power supply and/or wiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... HVAC (heating, ventilation, air conditioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. To what extent have your school's educational technology resources been used outside the regular school day? (Answer each item below)

	NOT APPLICABLE	A LITTLE	A MODERATE AMOUNT	A GREAT DEAL
Parents and teachers communicate via email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students access technology equipment as part of:				
Before- or after-school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekend instruction or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members access technology equipment in the school outside of regular school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult education students access technology equipment in the school outside of regular school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use school-provided technology equipment at their homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Does your school loan computers to students so that they can use the computers to study and do assignments at home?

- ☐ Yes
- ☐ No (Go to Q. 31)

29. Does your school loan desktops, laptops or both desktops and laptops? (Check one)

- ☐ Desktops
- ☐ Laptops
- ☐ Both desktops and laptops

30. About what percentage of your students take advantage of this opportunity? (Check one)

- ☐ 5% or less
- ☐ 6-10%
- ☐ 11-20%
- ☐ Over 20%

31. Does your school have a written policy regarding appropriate use of computers and the Internet by teachers or students? (Answer each item below)

	YES	NO
For teachers	<input type="radio"/>	<input type="radio"/>
For students	<input type="radio"/>	<input type="radio"/>

32. What types of policies and/or procedures does your school use to ensure appropriate use of computers and the Internet **BY STUDENTS?** (Answer each item below)

	YES	NO
Students must sign a "contract" agreeing to use computers for appropriate purposes	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists use classroom management techniques to monitor use and instruct students on appropriate use	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists receive professional development on the appropriate use of the Internet in their classrooms	<input type="radio"/>	<input type="radio"/>
Filters (i.e., a mechanism to limit Internet access to certain forms of information) are installed on computers	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

33. If your school uses filters, are the filters used on ALL computers used by students?

- ☐ Yes
☐ No → Which computers are excluded? _____
☐ Don't know

34. Who controls the filter, especially decisions about what content or which websites are blocked? (Check one)

- ☐ District-level staff
☐ School principal
☐ Classroom teacher
☐ School educational technology coordinator/teacher
☐ School librarian/media specialist
☐ Other. Please specify: _____

Section V. Connectivity to Networks and the Internet

35. Of the instructional classrooms in your school, approximately how many are connected in the following ways, as of June 30, 2000? (Answer each item below)

	NONE	1-25%	26-50%	51-75%	76-100%
Linked to a local area network (LAN) (i.e., within your school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linked to a wide area network (WAN) (i.e., connections outside your school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What type of connection does your school use when connecting to the Internet? (Answer each item below)

	YES	NO
Dedicated line		
56kb	<input type="radio"/>	<input type="radio"/>
T1/DS1	<input type="radio"/>	<input type="radio"/>
Fractionalized T1	<input type="radio"/>	<input type="radio"/>
T3/DS3	<input type="radio"/>	<input type="radio"/>
Fractionalized T3	<input type="radio"/>	<input type="radio"/>
Dial-up connection	<input type="radio"/>	<input type="radio"/>
ISDN	<input type="radio"/>	<input type="radio"/>
Wireless connection	<input type="radio"/>	<input type="radio"/>
Cable modem	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

37. Does your school use an Internet “hosting” service to maintain school and/or classroom information, and to support communication by staff, students or parents (e.g., this includes services such as *SCHOOLCRUISER.COM*, *MYSCHOOLONLINE.COM*, *POWERSCHOOL.COM*, *NSCHOOL.COM*, *GOTSCHOOL.COM*, *SCHOOLCITY.COM*, *LEARNINGBAYS.COM*, or *SCHOOLONE.COM*)?

- ☐ Yes
- ☐ No

38. Does your school use an Internet education “portal” to assist teachers, students, or parents in increasing their ability to find relevant resources on the Internet?

- ☐ Yes
- ☐ No

Section VI. Technical Support for Educational Technology

39. Who has primary responsibility for supporting educational technology in your school? (Check one)

- ☐ Full-time, paid technology director/coordinator
- ☐ Part-time, paid technology director/coordinator
- ☐ District staff (including district-provided help desk)
- ☐ Teacher or other staff as part of formal responsibilities
- ☐ Volunteers (including teachers, other school staff, and community members)
- ☐ Consultant/outside contractor
- ☐ No one
- ☐ Other. Please specify: _____

40. What is the primary means for meeting the need for each type of educational technology technical support listed below? (Answer each item below)

	THIS TYPE OF SUPPORT IS NOT PROVIDED	PRIMARY SOURCE OF TECHNICAL SUPPORT (SELECT ONE):						
		Full-time, paid technology director/coordinator	Part-time, paid technology director/coordinator	District staff (including district-provided help desk)	Teacher or other staff as part of formal responsibilities	Volunteers (including teachers, other school staff, and community members)	Consultant/outside contractor	Other
Installing equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting and acquiring computer-related hardware, software and support materials for schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. How well is your school able to meet its needs for technical support? (Answer each item below)

	NOT VERY WELL	FAIRLY WELL	EXTREMELY WELL
Overall technical support needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting and acquiring computer-related hardware, software and support materials for schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Is your school librarian/media specialist considered the technical expert or technology coordinator for your school?

- ☐ Yes
☐ No

43. How would you rate the ability of your school librarian/media specialist to assist and train students and teachers to effectively use educational technology? (Check one)

- ☐ Very High Ability
☐ High Ability
☐ Moderate Ability
☐ Low Ability

44. What is the role of your school librarians/media specialists in the area of educational technology? (Answer each item below)

	YES	NO
Provide technical assistance or training on using educational technology to teachers	<input type="radio"/>	<input type="radio"/>
Help teachers with curriculum development or lesson plans	<input type="radio"/>	<input type="radio"/>
Help teachers find useful websites	<input type="radio"/>	<input type="radio"/>
Assist students with research projects using computers or the Internet	<input type="radio"/>	<input type="radio"/>
Provide direct instruction to students on using software applications or the Internet	<input type="radio"/>	<input type="radio"/>
Set up and/or maintain computer lab or other technology	<input type="radio"/>	<input type="radio"/>
Create and/or maintain school web page	<input type="radio"/>	<input type="radio"/>
Create and or maintain school record-keeping system	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

Section VII. Technology and the Learning Environment

45. Previously we asked you about your school's overall goals for the use of educational technology. Now, we want to know the extent to which your school is focusing on the various ways that students can use computers. (Answer each item below)

Our school emphasized students' use of educational technology for...	NOT AT ALL	SOMEWHAT	A GREAT DEAL
... obtaining information related to course content (e.g., doing research for a project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... practicing and mastering skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... presenting information to an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... analyzing information and solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... working collaboratively with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... producing multimedia or video reports/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... expressing themselves in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... communicating electronically with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... improving computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. To what extent is your school focusing on the following ways that teachers can use educational technology? (Answer each item below)

Educational technology will help teachers to...	NOT AT ALL	SOMEWHAT	A GREAT DEAL
... record or calculate student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... assess student performance (i.e., using computer-based instead of paper-and-pencil tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... access professional development materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... look up information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... post student work, suggestions for resources, ideas and opinions on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... create multimedia presentations or handouts for students (e.g., use camcorders, digital cameras or scanners to prepare for class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... provide distance learning opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... participate in collaborative investigations with experts in other places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... communicate with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... communicate with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use new teaching methods involving computer technology (e.g., online projects, simulations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... develop computer-based activities for student use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... exchange e-mail with experts or other classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. To what extent are the following strategies used to promote teachers' use of educational technology for classroom instruction? (Answer each item below)

The school promotes <u>teachers'</u> use educational technology for instruction by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Providing teachers with educationally-relevant software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending the use of technology during professional development activities for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including the use of technology in the curriculum (as "good practice" or in model lessons given to teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing school-based technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering optional educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentor follow-ups to educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing within-district educational technology trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing outside-district educational technology trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing online support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Can your school's students take courses on-line using the Internet or participate in any form of distance learning (e.g., radio, broadcast TV, cable TV, etc.)?

- ☐ Yes
- ☐ No (Go to Q.51)

49. If yes, what percentage of students in your school...

	Percent of Students
... Take entire courses utilizing distance learning (such as Virtual High School or APEX courses)	
... Utilize course modules and projects such as Jason or GLOBE.	

50. Which of the following provide the distance learning for students described above? (Answer each item below)

	YES	NO
My school district	<input type="radio"/>	<input type="radio"/>
Another school within the district	<input type="radio"/>	<input type="radio"/>
Another school district	<input type="radio"/>	<input type="radio"/>
Regional education center	<input type="radio"/>	<input type="radio"/>
Our state department of education	<input type="radio"/>	<input type="radio"/>
Another state's department of education	<input type="radio"/>	<input type="radio"/>
An institution of higher education	<input type="radio"/>	<input type="radio"/>
A museum or library	<input type="radio"/>	<input type="radio"/>
An association (e.g., community group, PTO)	<input type="radio"/>	<input type="radio"/>
A private company or organization	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

51. Does your school have technology proficiency requirements or standards for students other than those required by the state or district?

- ☐ Yes
- ☐ No (Go to Q. 53)

52. How do you determine whether students have met your school's technology standards? (Answer each item below)

	YES	NO
We do not assess achievement of technology standards	<input type="radio"/>	<input type="radio"/>
Satisfactory completion of specified courses	<input type="radio"/>	<input type="radio"/>
Standardized test	<input type="radio"/>	<input type="radio"/>
Student performance test	<input type="radio"/>	<input type="radio"/>
Student portfolio	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

53. Has the use of educational technology in your school had positive effects on students? Please indicate your agreement or disagreement with each statement below. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
Students have access to computers or the Internet that they would not have at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have immediate access to up-to-date information from a variety of sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning is more relevant since it relates concepts to real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engage in more high-level problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have increased their technology skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has developed more interdisciplinary curricula for teaching core subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have developed better communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior and/or attendance has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dropout rate has declined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work on their own with less direct supervision from the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are working more collaboratively with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students perform better on state- or district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Has the use of educational technology in your school had positive effects on teachers? Please indicate your agreement or disagreement with each statement. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
Teachers' morale has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability of teachers to work in teams has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability/willingness of teachers to share ideas and skills with others has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The efficiency or effectiveness of school management has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with parents and the community has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of the instruction has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher subject-matter knowledge has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher workload has decreased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Has the use of educational technology had negative effects on your school? Please indicate the extent to which you agree with each statement about your school. (Answer each item below)

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
The gap between 'gifted' and other students is widening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students confuse quality of presentation with quality of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are able to hide their lack of knowledge in a subject with the aid of educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students confuse finding information about a topic on the Internet with understanding of that topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for ESL and LEP students to find appropriate Internet sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students only want to focus on the area of a project that involves the Internet and computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who do not have computers at home are not performing as well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational technology interferes with the student/teacher relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers are hard to figure out how to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's difficult for teachers to integrate computer activities into most of their regular lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's difficult to monitor activities on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We become too dependent on it, then when it breaks down, we're lost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section VIII. Teachers and Professional Development

56. Please estimate how many teachers at your school have participated in some form of technology-related professional development from July 1999-June 2000. (Answer each item below)

Type of teacher	NONE OR ALMOST NONE	SOME	MOST	ALL OR ALMOST ALL
Self-contained classroom teacher who teaches multiple subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language arts teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social studies teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School librarians/media specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We are interested in learning about the impact of both formal and informal forms of professional development activities on teachers. "Formal" means the activity was organized, scheduled, and teachers committed to participation for a specific time period. "Informal" means the activity was not led or planned by someone or some group, not scheduled in advance, and teachers did not need to commit to participation for a specific time.

57. In your experience, how significant a role have the following forms of technology-related professional development played in preparing teachers to use educational technology? (Answer each item below)

How significant a role have the following played in preparing teachers to use educational technology?	NOT SIGNIFICANT	SOMEWHAT SIGNIFICANT	VERY SIGNIFICANT
Formal			
Workshops or institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses for college credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line course participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committees focusing on technology and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immersion or internship activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching or mentoring arrangements designed to provide one-on-one technology-related instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses offered at a teacher resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher study groups that meet regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal			
Teacher collaboratives or networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual learning in which teachers read journals or other professional publications, browse the Internet, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to the U.S. Dept. of Education's web site to get information/materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in on-line networks or chat-rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally working with peers, family, friends and on skills related to technology in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting a teacher resource center which is staffed by lead or resource teachers and provides professional development materials/instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other forms of professional development related to the use of technology in teaching. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. In considering all the forms of professional development available to teachers from July 1999-June 2000, how much technology-related professional development was supplied by the following? (Answer each item below)

How much professional development was provided by...	NONE AT ALL	SOME	A GREAT DEAL
The technology coordinator (formally assigned)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian/media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District office technology coordination staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from within your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from another school or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty or staff from institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For-profit vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State, regional, or county technical assistance or resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representatives from a volunteer organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An on-line professional development community or other on-line resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Does your school or district provide any of the following incentives to encourage teachers to participate in technology-related professional development? (Answer each item below)

	YES	NO
Release time from classes and/or other responsibilities	<input type="radio"/>	<input type="radio"/>
Scheduled time in contract for professional development	<input type="radio"/>	<input type="radio"/>
Stipends	<input type="radio"/>	<input type="radio"/>
Full or partial reimbursement of college tuition	<input type="radio"/>	<input type="radio"/>
Reimbursement for conference or workshop fees, books, travel, etc.	<input type="radio"/>	<input type="radio"/>
Credits toward recertification	<input type="radio"/>	<input type="radio"/>
Salary increments or pay increases	<input type="radio"/>	<input type="radio"/>
Recognition or higher ratings on teacher evaluations	<input type="radio"/>	<input type="radio"/>
Additional resources for the teacher's classroom (e.g., more computers)	<input type="radio"/>	<input type="radio"/>
Connection to the Internet from home through the school's network	<input type="radio"/>	<input type="radio"/>
Hardware for their own use (i.e., a laptop computer)	<input type="radio"/>	<input type="radio"/>
Software for their own use (i.e., a copy of Microsoft Office)	<input type="radio"/>	<input type="radio"/>
Schedule changes so teachers have time to learn and plan collaboratively	<input type="radio"/>	<input type="radio"/>
None of the above	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

60. In thinking about the technology-related professional development opportunities available to staff at your school, would you say that there is... (Answer each item below)

	YES	NO
...enough technology-related professional development available (meaning the activities are offered) to meet the teachers' needs?	<input type="radio"/>	<input type="radio"/>
...enough technology-related professional development that is easily accessible (meaning that most teachers would not find the activity too inconvenient or costly to participate) to teachers to meet their needs?	<input type="radio"/>	<input type="radio"/>

61. At the current time, what are the technology-related professional development needs of the teachers at your school? (Answer each item below)

Teachers at this school need technology-related professional development in:	NO TEACHERS NEED THIS	SOME TEACHERS NEED THIS	MOST TEACHERS NEED THIS
Basic computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to integrate technology into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating lesson plans that incorporate technology and the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to take advantage of professional development opportunities at a distance (via the Internet or other distance learning strategy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use technology to help students improve basic academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New ways to assess student work using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using software or technology activities that have already been developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing demonstrations of technology-incorporated classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about technology activities that require only 1 computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about technology activities that require a few computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to manage classroom activities that integrate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to select good software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write grant applications for more technology resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. To meet the goals for instructional use of educational technology at your school, how much technology-related professional development would you estimate the typical teacher at your school would need to participate in over the next year? (Check one)

- ☐ 1-9 hours
- ☐ 10-29 hours
- ☐ 30-59 hours
- ☐ More than 60 hours

Section IX. Respondent Background and Final Thoughts

63. Which of the following most closely describes your job title? (Check one)

- ☐ Principal
- ☐ Assistant Principal
- ☐ School Technology Coordinator/Teacher
- ☐ Department Head
- ☐ Classroom Teacher
- ☐ Professional Development Specialist
- ☐ Other. Please specify: _____

64. How long have you been in your current (or similar) position? (Check one)

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

65. How long have you been employed within your current district? (Check one)

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

66. How would you describe your knowledge about the acquisition and use of educational technology in your school, as explored in this survey? (Check one)

- ☐ Very little knowledge
- ☐ Moderate amount of knowledge
- ☐ A great deal of knowledge

67. Do you personally use a computer for your work?

- ☐ Yes
☐ No (Go to Q. 69)

68. If yes, for which of the following uses? (Answer each item below)

	YES	NO
Use software applications to analyze student assessment data	<input type="radio"/>	<input type="radio"/>
Use word processing software (such as WordPerfect, MS Word, or Apple Works)	<input type="radio"/>	<input type="radio"/>
Use data spreadsheet software (such as Excel, Lotus 1,2,3, or Apple Works)	<input type="radio"/>	<input type="radio"/>
Produce presentation graphics using software (such as PowerPoint or Apple Works)	<input type="radio"/>	<input type="radio"/>
Use the Internet to find and use information	<input type="radio"/>	<input type="radio"/>
To send e-mail (e.g., to teachers, other principals, colleagues)	<input type="radio"/>	<input type="radio"/>
To monitor student performance (e.g., analyzing information from electronic grade books)	<input type="radio"/>	<input type="radio"/>
Communicate with parents/community	<input type="radio"/>	<input type="radio"/>

69. Over the next five years, do you think educational technology will be important for improving student academic performance in your school?

	NEGATIVE IMPACT	NO IMPACT	POSITIVE IMPACT	
I think educational technology will have a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	... on students in my school.

70. Please share with us any comments regarding the use of educational technology in your school or about this survey.

THANK YOU!

If you have any questions about this survey, please contact Kristen Olson at kolson@ui.urban.org or 1-866-518-3874.
All study participants will be notified of the availability of the final report once it is completed.
Thank you very much for your time.